

Childminder report

Inspection date: 10 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very content, settled and well cared for in this experienced childminder's welcoming home. The children form close attachments with the childminder, who knows them and their families well. In the safe space of the playroom they share the story book 'Look at Me.' Children are developing a love for and interest in books, as they enjoy hearing new words, such as 'butterfly' and 'picnic'. They gaze in a mirror as they learn about themselves supporting their personal development. Little fingers explore treasure baskets which contain exciting textures and natural materials. This makes them curious and helps them gain understanding of the world around them. Daily visits outdoors help to support a healthy lifestyle.

Young children are engrossed in messy play, as they develop the small muscles in their fingers. They concentrate hard as they carefully use their fingers and thumbs to pick up chopped grapes to feed themselves, which is supporting their physical development. They enjoy the childminder singing 'Twinkle Twinkle Little Star', they tune in and pay attention wiggling their fingers as she sings. Their literary skills are being developed very well. Tired younger children rub their eyes and are provided with a safe, quiet place to sleep peacefully, their needs are being very well met.

What does the early years setting do well and what does it need to do better?

- The experienced childminder works closely with parents to establish children's starting points and daily routines. Parents complete an 'All about me' booklet together with a carefully planned transition. The childminder sensitively supports parents' wishes, so children benefit from a home from home environment. This means children are happy and settle in quickly.
- The childminder continually uses talk and singing to engage young children. She interacts well with babies, encouraging them to develop their speech and language skills. For example, the childminder plays 'peekaboo' with a soft scarf. Children demonstrate positive attitudes to learning through high levels of concentration and enjoyment during play, for example they explore making marks and patterns with their fingers in yogurt on a tray. This encourages their curiosity and physical skills.
- Parent partnerships are very good. The childminder is excellent at communicating with parents and sharing information daily. Parents are full of praise about the childminder for 'giving their child the best start they could ever ask for' and would recommend her to others. One parent describes their child as 'goes in with a smile and comes out with a smile.' Parents are thrilled with the daily updates and photographs the childminder shares with them via a messaging app. A daily diary is used as communication between the child minder and parents, this ensures important information is shared.

- The childminder plans a variety of experiences and outings throughout the week, visiting the local area, including woods, parks and the seafront. This helps to enrich children's lives and learn about the world around them. The childminder also takes children to groups in the local community, for example to the library to develop children's literacy skills. Their physical skills are well supported as they visit soft play areas. To encourage the children to become more sociable, the childminder attends a toddler group, so children can meet and learn to play together.
- The childminder evaluates her practice. Overall, she continues to build on her knowledge to help to enhance children's experiences. Although she has not yet identified her training needs to focus on the quality of her teaching.
- Children have safe spaces to practice their physical skills. The childminder provides toys that support curiosity and motivate children to move, for example she rolls a sensory ball for younger children to crawl after. The childminder moves furniture to create larger spaces for children to aid walking. Children's physical skills are promoted well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed safeguarding training, she understands her responsibility to protect children from harm. The childminder knows how to identify the signs of abuse and neglect. The childminder understands the procedures to follow if she has concerns about a child's welfare. She has a clear knowledge of procedures to follow to give and store children's medication. The childminder's home is safe and secure. The childminder keeps up-to-date records of children and records children's attendance accurately. She keeps children safe on visits to public places by risk assessing outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- source and access professional development opportunities to strengthen the quality of the already good practice to a higher level.

Setting details

Unique reference number	222533
Local authority	Lancashire
Inspection number	10234372
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 January 2017

Information about this early years setting

The childminder registered in 1997 and lives in Warton. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder works alone. She provides funded early education for two-, three- and four-year-old children. She provides support for children who speak English as an additional language.

Information about this inspection

Inspector
Emma Ashcroft

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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